**Personal Communication Assessment Ch. 8** Alvin, Tom S., Kristina, Cilla, Pam, El

**Learning Targets**

* Students will know the different forms of personal communication assessment. (Knowledge)
* Students will know why personal communication can be a powerful tool of assessing student learning. (knowledge)
* Students will understand how personal communication differs from other forms of assessment (concept)
* Students will understand when to use personal communication in the classroom. (concept)
* Students will understand what the dangers and biases of the Personal Communication assessment technique are. (concept)
* Students will understand how Personal Communication assessment can be a good match for each of the four Learning Targets: Fact, Concept, Skill and Disposition. (concept)

**Five Principal Forms of Personal Communication** - Page 195

1. Questions and answers during instruction - page 205  
   Helpful lists in text: Triggers to ask reasoning questions - page 207
2. Conferences and interviews with students - page 207  
   Helpful list in text: Key to successful use of these formats – page 208
3. Student contribution during class discussions - page 208  
   Helpful list in text: Good planning ideas (listed as “Think Assessment FOR Learning” section) – page 209
4. Oral Examinations - page 209  
   Helpful list in text: Quality control guidelines – pages 209 and 211
5. Journals, diaries, and learning logs - page 212

**How personal communication differs from other forms of assessment**

* PC has less of a specific procedure than other forms of assessment (**art** vs. science) (p. 196)
* Think about how:

- Questions and answers in PC (p. 205) differ from selected response

- Oral assessment in PC (p. 209) differs from performance assessment

- Journals in PC (p. 212) differ from essay

* PC is more **spontaneous**, **personal**, and **flexible** (p. 196)
* PC is characterized by INTERACTION between student and teacher

**The Unique Power of Communication** (p.196)

* Allows you to dig deep into student thinking
* PC is the most powerful method for exploring student reasoning and problem solving

**When to use personal communication** (p. 197-198)

* contextual factors:
  + Common language and cultural awareness are fundamental
* Personality is important
* Create a safe environment for students to speak out
* Students must understand that honesty is best

**The Problem of Forgetting, The Problem of Filters, The Challenge of Sampling**

* As you read through Chapter 8, *An Introduction to Student- Involved Assessment For Learning* by Rick Stiggens pay attention to some of the pitfalls associated with personal communication as an assessment method throughout the chapter, however there is an informative cluster of information on page 200-201 that reiterates the three main issues, they are: *The Problem of Forgetting, The Problem of Filters, The Challenge of Sampling*

**Stiggins’s six categories for learning target match our four categories:**

* + Fact (Stiggins’s Knowledge and Understanding)
  + Concept (Stiggins’s Reasoning)
  + Skills (Skills and Products)
  + Disposition (p.197)

As you read p. 202-205, list one or two reasons why these four targets mayor may not be a good match for Personal Communication Assessment.

Fact:

Concept:

Skill:

Disposition:

**Exemplars for personal communication as assessment:**

**Math**: Ask student to think aloud while they answer a math problem.

**English**: Use personal learning journals for students to document their learning as they read through a novel. Teachers can comment along side journal entries.

**Social Studies**: After a lesson, or a reading, ask the students to develop their own questions to answer and discuss their answers with you, or small groups that you can monitor.

**World Language**: Oral Examination: This is a powerful assessment tool for world language courses. It allows the teacher to evaluate the depth of comfort the student has with spoken language, and tailor the questions to not only make the student feel at ease, but allow a format that will accommodate the needs of students who confront language proficiency barriers. Be sure to have clear learning targets that separate content and reasoning strategies from facility with verbal expression.

**Science**: When working with a model of the solar system, ask students to model the positions of the sun, moon and earth in various situations (ie eclipse) and explain their reasoning.

**Art**: Hold student/teacher conferences during work time on an art project to discuss the student’s process: what skills they are currently comfortable using and which skills they need support with to finish the project.